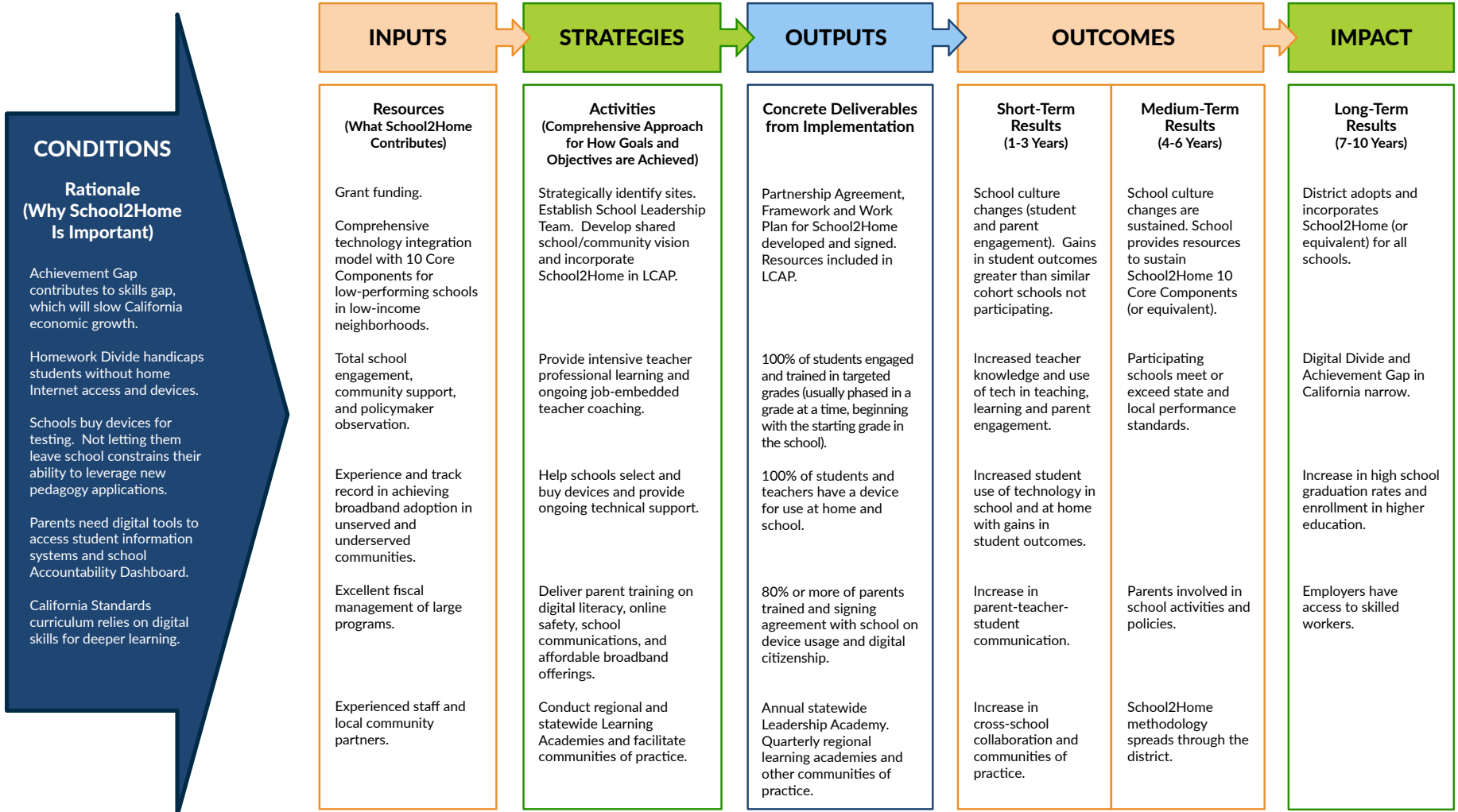# THEORY OF CHANGE
The Logic Model

The School2HomeTheory of Change includes the following major tenets: (1) Digital literacy and deeper learning skills are critical for success in the today's digital world, and are especially important for children in poverty, many of whom lack access to technology at home. (2) Schools serving children in low-income neighborhoods face many challenges and require technical assistance to use technology effectively for improving student outcomes. (3) Improved student academic performance is best achieved through a comprehensive set of strategies that builds the long-term capacity of school leaders and teachers and establishes a culture of innovation and accountability. (4) Effective technology integration programs must be carefully planned and supported by all key stakeholders. (5) Regional and statewide communities of practice or learning communities will foster lasting systemic change.

The School2Home 10 Core Components each are a discrete intervention supported by research and evidence. They are integrated into a comprehensive program that transforms the culture of a school to a high-performing organization. When implemented with fidelity over 3 to 5 years, School2Home will result in: stronger school leadership and an improved learning environment; more technically-proficient teachers who are able to incorporate technology into teaching and parent engagement; more parents who are involved in their child's learning; extended learning beyond the school day; and accelerated academic performance improvement. Changes in school leaders, teacher, parents, and students will be expected and measured in common goals, objectives, and outcomes that align with California's priorities for education. This Theory of Change is presented in the Logic Model.

This Logic Model was developed to inform the design of School2Home and refined through implementation and annual evaluations since being launched during the 2009-2010 school year. The graphic representation of the Logic Model sets forth the interventions and shows the links between required resources, activities and outputs to achieve short-term (1-3 years), medium-term (4-6 years), and long-term (7-10 years) outcomes and impact. Short-term outcomes refer to changes at the organizational and individual levels in attitudes, knowledge, and skills. Medium-term outcomes relate to changes in policies, practices and programs at the school and community levels. Given that short-term and medium-term outcomes for the school, teachers, students and parents are the critical path for long-term impact on systems at the district and state levels, more detailed outcomes are delineated in the tables following the graphic. School2Home continuously monitors research in the field to inform practices essential to student success. The Logic Model serves as a guiding frame for evaluating School2Home.

School 2 Home

SCHOOL2HOME LOGIC MODEL

Overarching Goal: Close Achievement Gap and Digital Divide in California

CONDITIONS	INPUTS	STRATEGIES	OUTPUTS	OUTCOMES		IMPACT
Rationale (Why School2Home Is Important)	**Resources (What School2Home Contributes)**	**Activities (Comprehensive Approach for How Goals and Objectives are Achieved)**	**Concrete Deliverables from Implementation**	**Short-Term Results (1-3 Years)**	**Medium-Term Results (4-6 Years)**	**Long-Term Results (7-10 Years)**
Achievement Gap contributes to skills gap, which will slow California economic growth.	Grant funding. Comprehensive technology integration model with 10 Core Components for low-performing schools in low-income neighborhoods.	Strategically identify sites. Establish School Leadership Team. Develop shared school/community vision and incorporate School2Home in LCAP.	Partnership Agreement, Framework and Work Plan for School2Home developed and signed. Resources included in LCAP.	School culture changes (student and parent engagement). Gains in student outcomes greater than similar cohort schools not participating.	School culture changes are sustained. School provides resources to sustain School2Home 10 Core Components (or equivalent).	District adopts and incorporates School2Home (or equivalent) for all schools.
Homework Divide handicaps students without home Internet access and devices.	Total school engagement, community support, and policymaker observation.	Provide intensive teacher professional learning and ongoing job-embedded teacher coaching.	100% of students engaged and trained in targeted grades (usually phased in a grade at a time, beginning with the starting grade in the school).	Increased teacher knowledge and use of tech in teaching, learning and parent engagement.	Participating schools meet or exceed state and local performance standards.	Digital Divide and Achievement Gap in California narrow.
Schools buy devices for testing. Not letting them leave school constrains their ability to leverage new pedagogy applications.	Experience and track record in achieving broadband adoption in unserved and underserved communities.	Help schools select and buy devices and provide ongoing technical support.	100% of students and teachers have a device for use at home and school.	Increased student use of technology in school and at home with gains in student outcomes.		Increase in high school graduation rates and enrollment in higher education.
Parents need digital tools to access student information systems and school Accountability Dashboard.	Excellent fiscal management of large programs.	Deliver parent training on digital literacy, online safety, school communications, and affordable broadband offerings.	80% or more of parents trained and signing agreement with school on device usage and digital citizenship.	Increase in parent-teacher-student communication.	Parents involved in school activities and policies.	Employers have access to skilled workers.
California Standards curriculum relies on digital skills for deeper learning.	Experienced staff and local community partners.	Conduct regional and statewide Learning Academies and facilitate communities of practice.	Annual statewide Leadership Academy. Quarterly regional learning academies and other communities of practice.	Increase in cross-school collaboration and communities of practice.	School2Home methodology spreads through the district.	

Context for Outcomes and Impact

The quality of outcomes and the magnitude of impact depend on the fidelity of implementation of all 10 Core Components of School2Home. It is essential that school leaders invest sufficient quality time before implementation in the first Core Component of Planning, Assessment and Leadership to develop a Framework and Work Plan that are understood, internalized and embraced by all school personnel. This process typically will take 3 – 6 months. Launch of implementation ideally coincides with the beginning of a school year with adequate preparation and distribution of information to students and parents in advance.

Short-Term Outcomes for School2Home (1 – 3 Years): Expected changes at the individual level in attitudes, knowledge and skills following School2Home interventions: Planning, Assessment and Leadership; Technology Bundles (1-to-1 device environment); Teacher Professional Learning; Teacher Coaching and Mentoring; Parent Engagement and Education; and Learning Academies. These benchmarks are used to assess outcomes in the site visits, interviews and surveys for Evaluation.

School (Principal)	• Support technology integration in their school, complete the annual School2Home Framework in a timely manner, and lead implementation of School2Home with regular meetings of the School Leadership Team. • Allocate requisite resources and secure funding for student devices, coaching and other Core Components. • Reinforce digital citizenship practices by engaging with students and parents to foster appropriate behavior. • Distribute information about affordable high-speed Internet service offers and encourage adoption. • Incorporate School2Home into the Local Control Accountability Plan to support at least 6 of the 8 state priorities.

Teachers	• Enhance pedagogy with technology (use the SAMR model to assess technology integration).
	• Know and teach California standards especially those related to technology, digital media and digital citizenship.
	• Meet California Standards for the Teaching Profession (CSTP) and the corresponding International Society for Technology in Education (ISTE) Standards:
	    ○ 1.4: Using a variety of instructional strategies resources and technologies to meet students' diverse learning needs. (ISTE 4c, 5b)
	    ○ 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. (ISTE 1c, 3a, 5c, 6b)
	    ○ 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adoptive material, to make subject matter accessible to all students. (ISTE 2b, 2c)

	○ 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning. (ISTE 7a, 7b, 7c) ○ 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development. (ISTE 1a) ○ 6.3: Collaborating with colleagues and the broader professional community to support teacher and student ○ learning. (ISTE 1b) ○ 6.4: Working with families to support student learning. (ISTE 4b, 4d) ○ 6.7: Demonstrating professional responsibility, integrity and ethical conduct. (ISTE 3c, 3d) • Develop and practice personalized learning opportunities for students. • Share lessons that integrate technology with other teachers in a "community of practice."
Parents	• Support their students in adhering to digital citizenship standards. • Use the parent portal of the school student information systems to oversee their student's performance and engage with school personnel. • Use the school-provided device responsibly to learn and support daily living. • Purchase and maintain a high-speed Internet service plan. • Understand and use the California School Dashboard to regularly check school performance.
Students	• Behave according to digital citizenship guidelines. • Learn and comply with the California standards, especially those related to technology use and digital media. • Become more engaged in learning, both on their own and with others, logging more time on tasks at home. • Demonstrate improved engagement with school (reduced disciplinary problems and absenteeism). • Meet or exceed California Standards in English Language Arts, Math and Science.

Medium-Term Outcomes (3 – 6 years): Expected changes in practices, programs and policies at the school, district and community level with accelerated improvement in student academic performance.

School	- Achieve gains in both status and progress in student performance measures, especially for underserved student groups, on state and local priorities. - Provide ongoing resources to implement the 10 Core Components after the initial School2Home implementation to ensure the intervention is fully integrated into ongoing efforts to improve student outcomes and stakeholder accountability. - Serve as a model and a resource for other schools that want to use School2Home methods and tools.
District	- Complete device specification, purchase, replacement, and repair cycles annually. - Incorporate School2Home in the district LCAP and budget as well as other official documents to increase the use of School2Home in other district schools with fidelity and appropriate resources. - Engage in meaningful parent and stakeholder engagement to build broad-based support for School2Home from parents, businesses, local elected officials, and community based partners.
Community	- Advocate the use of School2Home as an effective intervention for improving student outcomes in low-performing schools at LCAP and other community outreach meetings and augmenting school-site implementation with additional resources. - Include School2Home in broader collective action initiatives, such as Neighborhood Transformation, that are focused on improving conditions for underserved communities. - Implement city and countywide strategies to close the Digital Divide by adopting comprehensive Digital Inclusion Action Plans that meet the needs of underserved communities and the agencies that serve them.
State	- Approve policies and articulate professional standards that support ethical implementation of education technology, digital material and other digital resources that support student learning at school and at home, engage parents, and address the uneven distribution of technology that exists among high and low-performing schools. - Allocate funding to School2Home to provide targeted technical assistance and capacity building to districts and schools that have significant achievement gaps as identified on the California School Dashboard. - Pursue state and national policies to close the Digital Divide in underserved communities and support coordinated Digital Inclusion and broadband deployment initiatives to this end.

About School2Home

School2Home was developed and is led by the California Emerging Technology Fund. School2Home is an innovative statewide initiative to close both the Achievement Gap and Digital Divide by integrating the use of broadband-enabled computing devices into teaching and learning coupled with significant parent engagement at low-performing middle schools. It is anchored in research and best practices for improving academic performance and effectively using technology. School2Home was designed by leaders from public, private, community and philanthropic sectors with two major goals:

- To improve student achievement at low-performing middle schools in California to help close the Achievement Gap.

- To increase the adoption of computing skills and broadband service by the families of underserved middle school students to help close the Digital Divide.

School2Home employs a comprehensive set of inter-related interventions to transform school culture in ways that support improved student outcomes on a wide range of measures. School2Home is the essential framework to turn around low-performing schools and the requisite platform for innovative pedagogy, personalized learning, and implementation of Common Core Standards. It is consistent with the Local Control Funding Formula (LCFF) reforms and implementation, the new school finance system in California adopted into law in 2013. Consistent with LCFF priorities, School2Home addresses academic attainment, school climate and parent engagement.