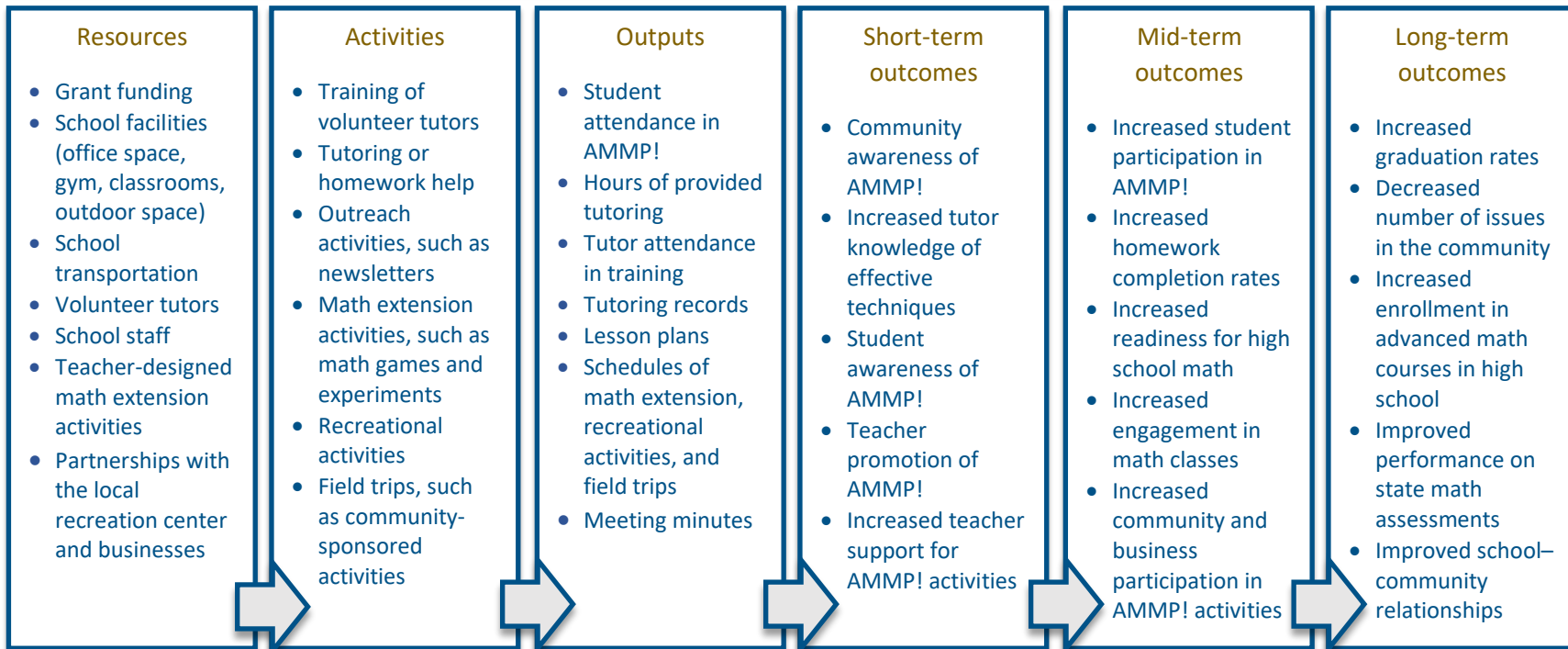


# AMMP! Logic Model

**Problem statement:** Students at the middle school have low homework completion rates (lower than 40 percent) and low performance on state math assessments (only 25 percent proficient or advanced). In addition, the community around the middle school is experiencing issues with unsupervised students after school. Incidents involving middle school students are up 17 percent over the last three years. Stakeholders, including school staff, students, parents, police, property owners, and businesses, are concerned about the low performance and unsupervised after-school time. Research has indicated that low math performance in middle school is correlated with low graduation rates and that unsupervised after-school time is related to an increase in community issues.<sup>a</sup> The school district has recently received a federal grant and would like to use these funds to address the problem.



**Additional considerations:** Availability of tutors and school facilities.

Unsupervised after-school time results in increased community issues. Including recreational activities will improve attendance.

*Note.* Each resource in the AMMP! logic model was strategically chosen to align with the program goals. For example, the outdoor space included in the school facilities list is needed to ensure that participating students do not feel confined to their classrooms as punishment. Some recreational activities occur outdoors. School transportation is needed so that students have a means to return home after participating in AMMP! activities and to get to field trips away from school. School staff are needed to oversee tutors.

# AMMP! Logic Model

a. See, for example, “How Did Successful High Schools Improve Their Graduation Rates?” by J. Robertson, R. Smith, and J. Rinka, 2016, *Journal of At-Risk Issues*, 19(1), 10–18 (<https://eric.ed.gov/?id=EJ1104424>); and *Graduation Exam Participation and Performance, Graduation Rates, and Advanced Coursetaking Following Changes in New Mexico Graduation Requirements, 2011–15* (REL 2018-277), by J. Walston, C. Tucker, C. Ye, and D. H. Lee, 2017, U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest (<https://eric.ed.gov/?id=ED576327>).