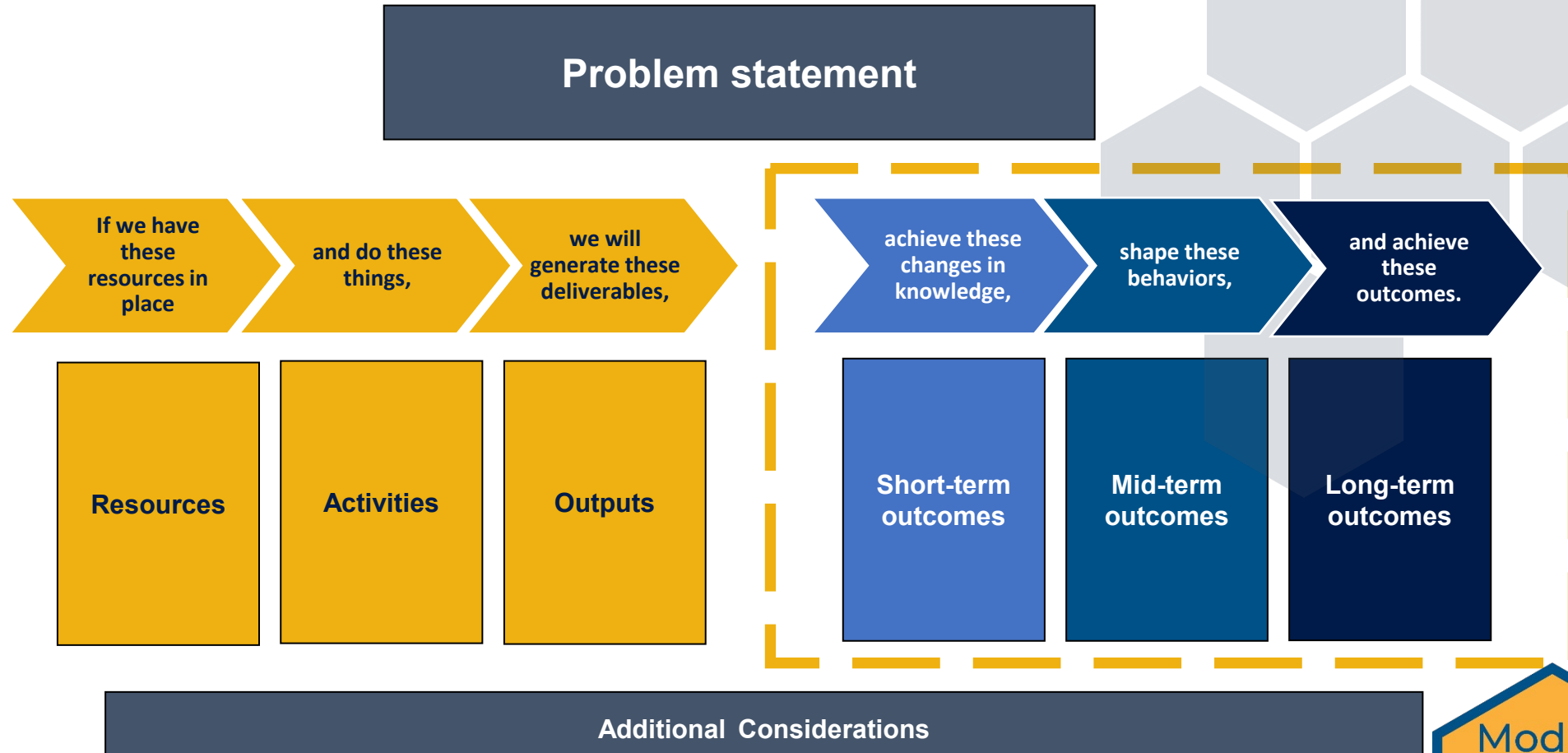


Chapter 4



Outcomes

Components of a Logic Model



Outcomes^{1,2}

- The anticipated results once you implement the program.

Short-term outcomes

Most immediate and measurable results for participants that can be attributed to program activities. Expected within a short period after implementation.

Changes in knowledge or skills

Mid-term outcomes

More distant, though anticipated, results of participation in program activities. Require a longer period to fully take place.

Changes in attitudes, behaviors, and practices

Long-term outcomes

Ultimately desired outcomes of implementation of program activities. Impacts of the program dependent on conditions beyond the scope of the program. May manifest themselves after the program concludes.

Systemic changes or changes in student outcomes

AMMP! Outcomes

Short-term outcomes

- Community awareness of AMMP!
- Increased tutor knowledge of effective techniques
- Student awareness of AMMP!
- Teacher promotion of the AMMP!
- Increased teacher support for AMMP! activities

Mid-term outcomes

- Increased student participation in AMMP!
- Increased homework completion rates
- Increased readiness for high school math
- Increased engagement in math classes
- Increased community and business participation in AMMP! activities

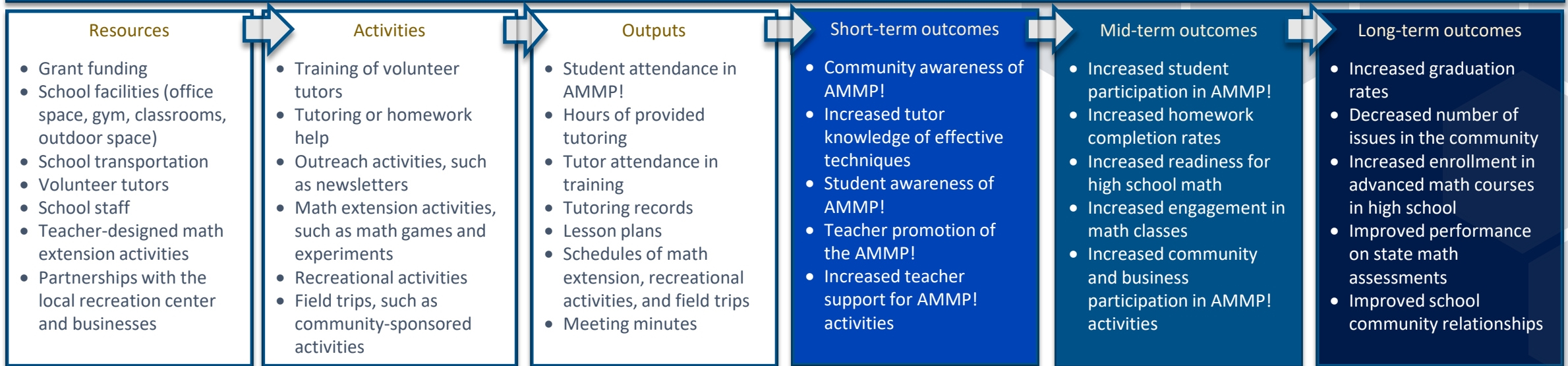
Long-term outcomes

- Increased graduation rates
- Decreased number of issues in the community
- Increased enrollment in advanced math courses in high school
- Improved performance on state math assessments
- Improved school–community relationships



AMMP! Outcomes (cont.)

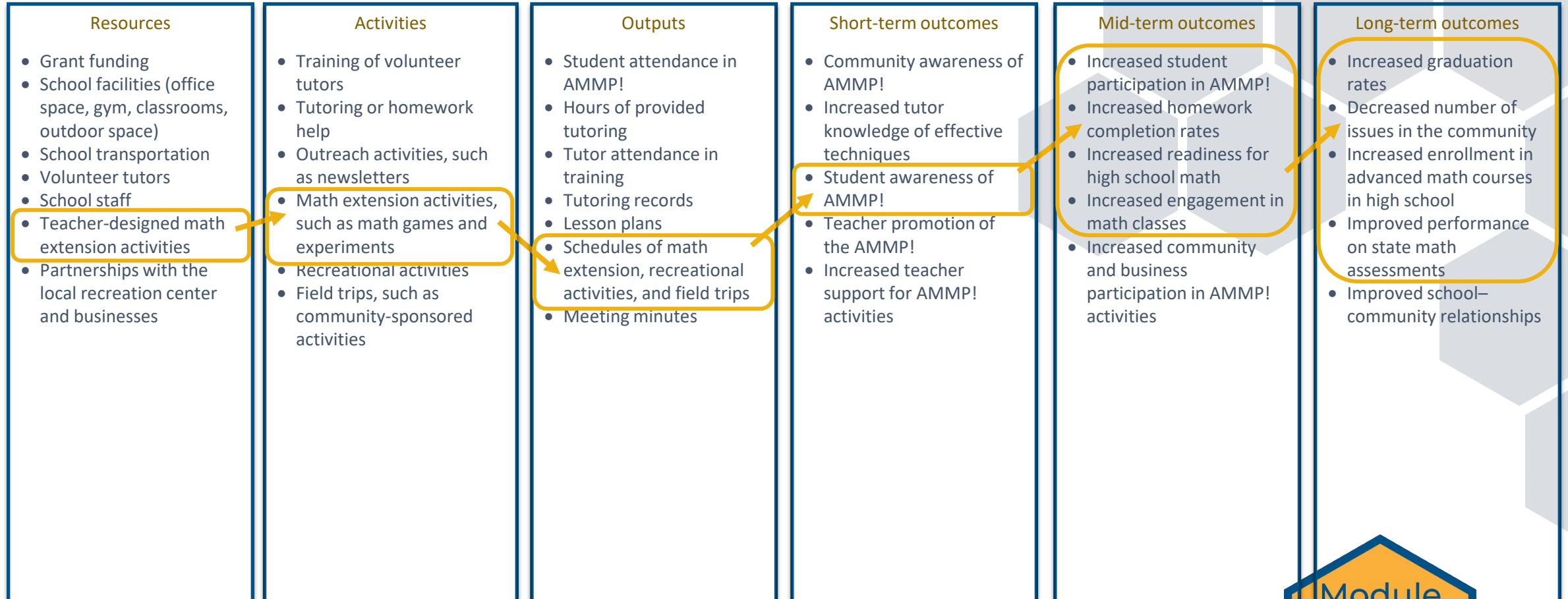
Problem statement: Students at the middle school have low homework completion rates (lower than 40 percent) and low performance on state math assessments (only 25 percent proficient or advanced). In addition, the community around the middle school is experiencing issues with unsupervised students after school. Incidents involving middle school students are up 17 percent over the last three years. Stakeholders, including school staff, students, parents, community services, 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. 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.

AMMP! Connections

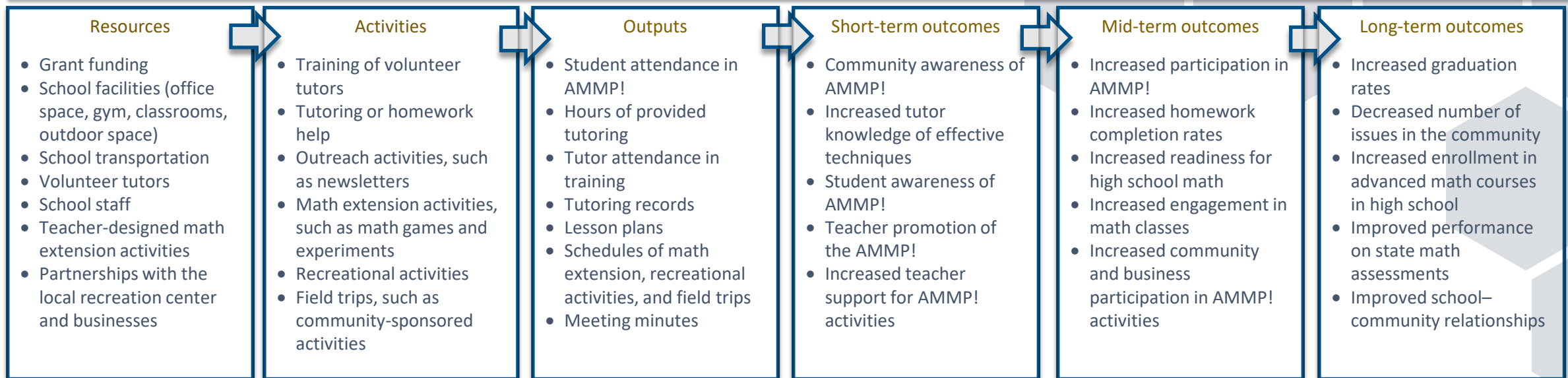


Additional Considerations^{1,2}

- Important details or ideas that do not fit into the other components in the logic model.
- AMMP! examples:
 - External factors
 - Availability of tutors
 - Availability of school facilities
 - Assumptions
 - Unsupervised after-school time results in increased community issues.
 - Including recreational activities will improve attendance.

AMMP! Additional Considerations

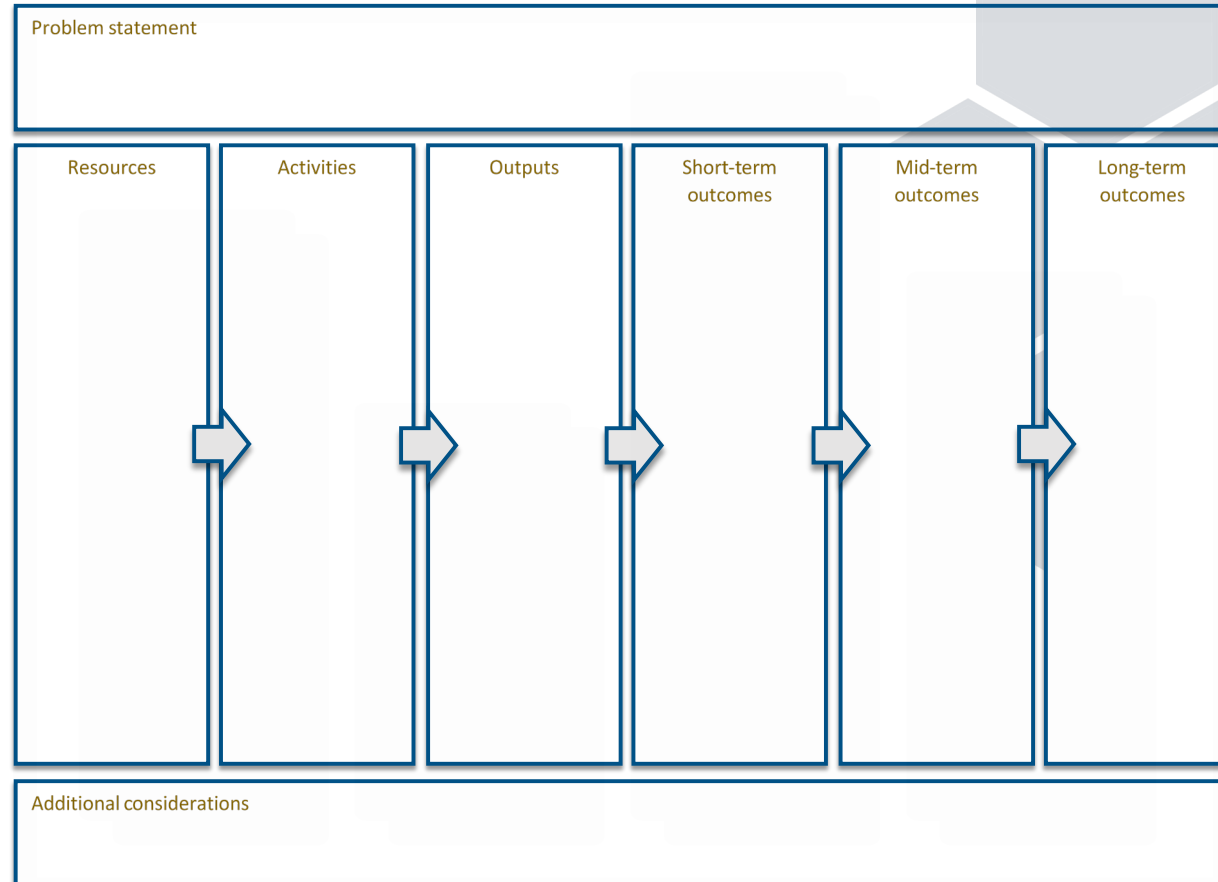
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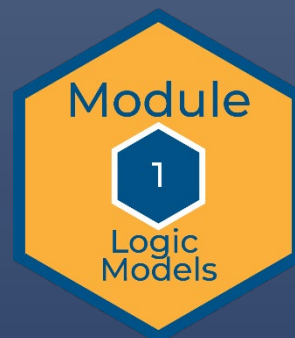


Additional considerations: Availability of tutors and school facilities. Unsupervised after school time results in increased community issues. Including recreational activities will improve attendance.

Your Logic Model³

- Create your own logic model.

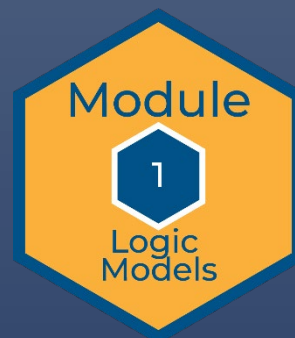




Module 1 Complete



Recommended next: Module 2 – Evaluation Questions



Thank You

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or contact us at

RELCentral@marzanoresearch.com

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1. Bledsoe, K., Cox, J., Goodyear, L., & Rodriguez, S. (2014, April 15). *ISBE 21st CCLC program evaluation webinar* [Webinar]. Education Development Center.
https://iqa.airprojects.org/events/webinars/LogicModel_Workbook_2014.pdf
2. Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring* (REL 2014-025). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <https://eric.ed.gov/?id=ED544779>
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<https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>